

causes of fights. Nothing was brought by the representatives from the fourth and fifth grades. The Chairman divided the Leaders into three groups (two Leaders were shadowing), according to my list. They quietly (without being told) rearranged themselves in groups, seemed to understand the directions and went to work on their list. They wanted a little more time after ten minutes, so it ended up with 15 minutes of discussion. One group focused quite a bit on alternatives, ways of stopping fighting. The response was easy, needing no outside stimulation from me.

They shared their reports nicely and gave me the lists. We planned, at my initiation, to have the compiled list available on ditto Monday for possible class discussions. The Chairman asked what makes a good discussion and many responded with ideas such as: Everyone listens; no one talks out of turn; no one talks while another is talking; everyone expresses himself.

Asked by me if they could lead a discussion like we had in the meeting, all but a few seemed to feel able to do so. I asked if some wanted me or representatives from the sixth grade to come in and help them lead a discussion. No one asked for help. Plans for Tuesday were reviewed and permission slips given out. They left in a quiet, orderly manner for which the computer supervisor praised them.

SAMPLE DISCUSSION AIDE FOR LEADERS

November 15, 1971

TO: ALL UPPER GRADE STUDENTS

FROM: LEADERSHIP GROUPS 4 and 5

Please look at the lists of ideas and causes of fights the leaders have put together with your help.

TALK about some you think are important on each list.

Talk in little groups or as a class.

THINK about ways we could stop a lot of fighting and bad feelings.

Think of suggested changes and projects for intermediate classes.

ADD to the lists for your "reps" to share in the leadership groups.

Let's see which class can come up with the most ideas!

Guidelines for a GOOD DISCUSSION: (from Unit 5 Leaders)

1. Everyone listens.
2. No one talks out of turn.
3. No one talks or plays while another is talking.
4. Everyone expresses himself, his ideas.

RESPECT IS SHOWN!

LEADERS

November, 1971

CAUSES OF FIGHTS, BAD FEELINGS

Things we DO:

- pushing
- hitting, kicking
- picking on others--especially ones they know
can't fight back
- fighting over balls
- fighting over swings
- jealousy--like dirty people who get mad at other
persons with clean clothes
- "hit and run"
- throwing tanbark
- getting into someone's desk or stuff (property)

Things we SAY:

- bossing--people having to have their way
- disagreement, fighting over who is right
- name calling
- talking about other people
- rudeness--insults like "Shut up!"
- people say things to be hateful, unkind, hurting feelings

Things we DO AND SAY:

- agitating--teasing
- people taking advantage of people
- failing in playing sports, getting mad

LEADERS, UNIT 5

November, 1971

Suggested CHANGES: (Things we can do to change things)

Students bring own pen and pencils to class

Don't throw pencils in the classrooms

More play equipment for upper grades

Ignore people calling names (walk away)

Walk away from somebody fighting

Suggested PROJECTS:

More activities for students

More field trips

A litter campaign

Get more play equipment

A Friday when students can bring pre-school children

(brother, sister, niece, nephew) to school

A Teacher's Day

Session 5: Tuesday, November 15

This session was a combined meeting of the 32 Leaders. We met briefly in the library to review the purpose of our trip that afternoon to the Municipal Council of the community, and to establish expectations for our behavior as Leaders and representatives of the school. Each Leader received a pin indicating his position and name.

The field trip to the Council Chambers and city offices was arranged to give recognition to the Leaders and to generate a broader sense of purpose and worth to the community. The Council had established, during the preceding month, a war on crime in which citizens were urged to participate actively in reducing theft, eliminating drugs, and preventing other crimes giving the community a bad reputation and poor self-image. I had compared the community effort to that of the Leaders in the elementary school who had adopted the goal of increasing pride, improving the self-image of the school, and reducing conflict while increasing brotherhood among the people. The councilman with whom arrangements were made was asked to emphasize this relationship and help give the Leaders a clear picture of specific behaviors and projects they could provide to influence their peers and set an example in the community. The local newspaper reported the trip complete with pictures of the Leaders talking with various city officials and observing how the workers perform their tasks.

Acting like a proud school Leader was stressed before the trip and specific descriptions of desirable behavior in the cars enroute, in the council room, and during the tour were discussed before departure. Six parents drove cars with about five Leaders in each. The behavior was exemplary throughout the trip. Not a word of reprimand nor reminders of expectations had to be given and the Leaders often appeared very shy. It was disappointing that they did not seem to absorb the speech of the councilman and posed few pertinent questions, but the councilman also felt inadequate to the task and did not make clear the methods by which the council would accomplish its goals or the relationship of the Leadership groups to the council. More was learned during the tour when

the Leaders were divided into small groups of about five to go with one official or community worker through the offices.

Although much information or skill was not acquired by individual Leaders from the trip, it was a very successful event if only from the perspective of the great pride in their behavior and status in representing the school. I praised profusely their behavior and the perceived success generated much more confidence and pride as Leaders. All Leaders attended and participated successfully.

Session #6: Thursday, November 17

This session was another meeting combining both groups. All 32 Leaders met in the library, seated on chairs in a circle. The principal, vice-principal and the community counselor, all of whom had been "shadowed" each day by a Leader, were invited to come and hear the reports of their "shadows." The purpose of the meeting was to compile a list of problems encountered by each administrator and to generate ideas of how the Leaders might help reduce the problems and provide help.

This session was very disappointing. I had expected a continuation of the behavior and attitudes demonstrated Tuesday in the trip to the Council. Instead, many were late and very noisy in arriving. One-fourth of the group talked or agitated throughout the meeting and not one Leader demonstrated much thought or interest in the content of the session. It was readily apparent to me that the group of 32 was an unmanageable number and the need to control behavior and obtain attention consumed a destructive amount of time necessary to accomplish the purpose of the meeting adequately.

It was impossible for the Chairman to obtain and maintain attention so it was necessary for me to assume the responsibility frequently. When Leaders who "shadowed" the principal were asked to cite problems he faces, there were almost none and much quipping and commenting to each other in what appeared to me to be the typical response of these children when asked to perform a task for which the appropriate response is uncertain or unknown to them. In such circumstances, when feeling uncomfortable and inadequate, there is a rapid degeneration of behavior

into peer interaction with humor or hostility as in "capping" and sarcastic retorts. These responses persisted throughout the session, although a few adequate observations were reported, mostly for the principal's job.

A further disappointment was the inability of the administrators to help the Leaders focus on their job and to help them produce the desired outcomes. I finally invited the Leaders to ask the administrators questions, rather than provide information, and the few questions that were asked were answered by the adults with long, rambling sermonizing or brief, "humorous" remarks--no serious direction. It seemed very evident to me that the adults felt as inadequate to the task as did the Leaders. (The administrators continued throughout the year to manifest the discomfort and inability to communicate seriously to the Leaders in order to develop in the children problem-solving behavior, understanding of the problems, and positive attitudes toward the school.)

RECORDS OF PHASE TWO MEETINGS

Session 7: Tuesday, November 22

Agenda:

1. Classes report on discussions, adding to the dittoed list of causes of fights provided on Monday, compiling last week's reports.
2. Summarize the information Leaders have gathered about the school and ways it can be improved; restate the problem as a specific goal.
3. Decide on a plan or project to accomplish the goal, to effect change in the school.

Notes on Group IV:

Once again it was a very restless group, talkative and unable to focus much on ideas. A lot of "casing," agitating (e.g., feet on a neighbor's chair, grabbing papers, etc.) occurred. It was obvious Leaders are not comfortable as Chairmen--really feel awkward and uncertain of how to do what they have been told to do, even with the outlined agenda in hand. (The Chairman inevitably ended up reading the agenda very stiffly and awkwardly.)

I found out half of the group had lost or broken their Leader pins; only eight were wearing them. I praised them for behavior on the field trip and reinforced their positive image as a Leader. I suggested the Chairman ask for someone to state the rules in Leadership meetings and many school rules were offered, no one clearly stating the Leadership rules of 1) listening and thinking, 2) putting things in hands on the floor. The Chairman then called on people and posed questions as on the outline, but the response was very poor except when I restated it.

I stated our purpose for the day as, having gathered information, now stating the problem as a goal and deciding on a plan or project to change the school and accomplish the goal. I briefly explained the idea that "our behavior is based on what is rewarding to each of us." The group explored that concept using as examples fights, nonwork in class, disruptive behavior and even my personal time in the school as

advisor. Asked if they agreed that people do that which is most rewarding, they did and seemed very interested in the idea.

The Chairman asked representatives from each class how they discussed the list of causes of fights. The first boy Leader called upon was too shy to answer and the other Leaders laughed. Two Leaders had to be sent for--20 minutes late. The classes, except the fifth grade, reported having held discussions. The Leaders who had not discussed also had not reminded the teacher and evidently depended upon her to initiate the discussion. I suggested they ask for time and carry on the discussion in small groups.

Only a couple of Leaders brought the dittoed lists and no one could recall readily additions their classes made to the list of causes. A few finally added: 1) back-talk to the teacher, 2) taking things to use (like an eraser), 3) profanity--bad language.

Because of the continual difficulty with responding to questions and the increasing inattentiveness, I assumed the teacher role and asked for someone to state the general problem and goal for our group. No one could--a few specific incidents were cited (e.g., pushing in line, calling someone's mother a name). I contrasted general and specific goals and gave the examples: 1) classroom behavior, 2) yard and hall behavior, 3) fighting and bad feelings. I asked for more; none were suggested. I explained briefly how a reward system could work for each goal, tying in the idea of people behaving in the manner rewarding to them. Then they voted almost unanimously for the goal of eliminating fighting in the school.

At this point I challenged them to be models. I reinforced the idea of rewards to help us overcome difficulties, noting change is not easy. I asked them to recall what is rewarding about fighting and to think about what rewards might be desirable enough to replace the old rewards. I suggested a special reward (above the one to be given to all students) for the Leaders, to give them extra help in being examples of the desired behavior. I asked if it would be a good reward if those Leaders exemplifying desirable behaviors would receive the privilege of helping kindergarten-primary teachers as models for the younger children.

Helping the teachers would be dependent upon reported improvement as a Leader in class and on the yard. All in the group wanted to do that and were eager, although a few did not respond at first. It was interesting that most did not understand the question of "Would that privilege be a good reward for you?" until the third time!

Since they could not come up with any other rewards meaningful to them, I listed a few other possible ones for all students: noon or Thursday activities, movies, sports, dances, play equipment. Still they could think of none. I asked them to discuss it with classmates, promising a dittoed reminder.

Midway in the session, someone asked if it was true that Leaders were changing mid-year. I explained and there was considerable negative reaction, so I suggested they be a special group of assistant Leaders and those helping all year could have a special field trip or shadow day at the end of the year. Soon after this, the expectations of Leader behavior, especially in reference to fighting, was reaffirmed by me. One boy persisted with "casing" (grabbing, teasing) and I asked if he was serious about being a Leader. He replied "No," then "Yes." After more disruption by him, I asked him to leave if he could not help us. He got up and walked out undramatically. It seemed to have no effect on the group.

Notes on Group V:

The group came promptly and were well behaved. I expressed great pride in their efforts and confidence in their abilities. Essentially the same outline and content as Unit IV was carried out, but with more thoughtful and enthusiastic response. No disciplinary action by me was necessary.

This group of Leaders almost voted to focus on a goal of improving behavior in the halls and on the yard but a second vote, cast because only seven voted the first time, resulted in the same goal as Unit IV--but not so unanimously. It was evident they were not sure what was being called for in voting and what the implications might be.

The reward of being "teacher aide" was suggested only because a Leader proposed it as an all-students' reward and I was aware they might hear about it from other Leaders in Unit IV. The Leaders in this group

had many more causes of fights to add to the list from their discussions and also had lists of ideas for activities (e.g., Christmas Carnival, Jinx Day, field trips, etc.). Their overall response to the task was superior again.

A MEETING OF THE ADVISOR AND THE TEACHERS: November 22

The purpose of the meeting was to explain the possible reward systems which might effect change at the school. The unit leaders (teachers) were asked what time might be convenient for a meeting and, because of the seasonal rush, noontime was suggested. The unit leaders assumed responsibility for notifying teachers in their respective units.

The meeting consumed 20 minutes of the noon hour. The unit leaders had not communicated the meeting time so one teacher was absent and three teachers were obviously very annoyed by a noon meeting. I tried to delineate the purpose or need for a reward system but could not get them to focus on the problem. They kept interjecting reactions to "failures" of Leaders and the desire to punish, rather than reward. It was very frustrating for the experimenter. The only consensus was that the best time for reward activities was Thursday afternoon. Some opinion was expressed against assemblies requiring work and against having Friday events. One teacher advocated having banners for every class earning one. As far as having a Christmas Carnival was concerned, "They already have all the parties they need!"

The two fifth grade teachers felt they had enough incentives going already. Four teachers said the Leaders must keep reminding them to have discussions, otherwise they forget in the pressure to get work completed. One fourth grade teacher said she would NEVER allow any students to keep their own record of points--they would CHEAT! (Besides, she already gives points adequately and has found that rewards only need to be promised and the points are effective without ever producing the rewards!)

Session 8: Tuesday, November 30

Agenda:

1. Restate the goal adopted by both Leadership groups.
2. Review briefly the idea of providing rewards for desirable behavior to help accomplish the goal.
3. Leaders list possible good rewards, derived from class discussions, and evaluate the practicality and value of each. Choose rewards to offer.
4. Organize a clear statement of a plan to implement a reward system to be explained to teachers in an after-school meeting and, if approved, to classes.

Notes on Group IV:

The Chairman was late because she had to return to her room and hunt for her list to report on rewards. I reviewed the purpose of the meeting with the teachers that afternoon and urged them to do their best thinking to prepare a plan to be presented to the teachers. I asked for a restatement of the goal: To have fewer fights and unkind words. Only one Leader saw it written on the blackboard and read it from there. Many seemed to have been aware of the main idea of the goal but were afraid to try to state it.

When asked to report rewards suggested by the classes, only one fourth grade class had conducted a discussion and the vast majority voted for swimming as a reward. The idea of the reward being feasible for 260 students to obtain was introduced by me, and I stressed that we wanted all to be able to earn it, therefore the reward should not be limited by cost or inaccessability.

The Leaders were asked to build a list of their ideas, but only produced two ideas--cooking and a talent show. I suggested more possibilities. Swimming and skating were wanted most and I explained again the impossibility of rewarding 260 students that way each week. They reluctantly agreed. The final list and number of votes recorded:

dancing --1	talent show--8
feature movies--3	arts and crafts--7
sports, extra p.e.--15	cooking--12 (with a cake walk!)

The group decided to have swimming and skating as special rewards over a longer period of time.

I showed the Leaders a method of record-keeping for which I had drawn a sample of the record chart on the blackboard. I explained how each student would keep his own record, tallying at the end of the day and week. Leaders would collect and check the charts and give tickets for the reward to those in the class earning the privilege. During the discussion, behavior was very chaotic with a lot of competition to assert own opinions and a lot of general hyperactivity. I had to resort to negative controls a number of times because of the lack of attention to each other and the noise, which prevented any accomplishment. Positive controls failed to gain a response. It was very difficult to hold their attention so they could hear and understand the questions. Most Leaders never did vote for three rewards, as instructed. A vote had to be taken three times and still was incomplete. Questions were repeatedly asked and insufficient attention was given to answers, so many never did appear to understand what the plan was all about. The acute lack of developed reasoning and problem-solving skills was very evident.

Three Leaders were eager to go to work in the cafeteria, a rotating opportunity in the intermediate classes. I excused them late and they had been replaced. They returned grumbling and very mad--refusing to participate and just sitting through the meeting looking mad and glum. The group became extremely noisy and had to be excused before I felt they understood the procedures for the meeting with the teachers. The boy who walked out in the previous session offered to explain the plan to the teachers and I agreed to let him.

Notes on Group V:

The group was more restless than in the previous meetings. One class' Leaders didn't come until called a second time at the end of the meeting; "The teacher forgot they had been called the first time!" The Chairman, a quiet girl in the fourth grade, had difficulty collecting Leaders. Part of the difficulty was the physical education program going on at that time.

The agenda was accomplished much more smoothly and effectively

than in Unit IV, but the response was less positive than usual. The outstanding boy Leader who had provided such leadership for the Leaders was absent. The Leaders did report additional rewards discovered through class discussions or interviews and seemed to understand the concept of a reward system better than the other group.

MEMO TO INTERMEDIATE TEACHERS AND CLASS LEADERS: November 29, 1971

Below are the results of the group votes for leadership projects. Both groups of leaders chose the following goal: TO REDUCE BAD FEELINGS AND FIGHTING at this school.

Leaders and other students have listed many behaviors causing fights and bad feelings. To be simple, we will say the behaviors NOT WANTED include:

any behavior to get another person to fight (examples--touching, pushing, taking things, teasing, agitating. . . .)

any behavior making another person feel bad or sad (examples--casing or capping, put downs, talking about family members, name-calling, . . .)

Because we behave in the ways most rewarding to each of us, we want to make it more rewarding for individuals not to fight than to fight.

Assignment to Leaders:

MONDAY, after telling the class the goal the Leaders have set, discuss with the help of your teacher what would be a meaningful reward to help us try hard to end fighting and unkindness at school.

Don't worry about discussing how individuals would be given rewards--just have individuals tell what would mean a lot to them, what each would work to earn. Make a list of the ideas. They will be discussed between the teachers and Leaders in a special meeting Tuesday after school.

Some ideas are:

1. Special assemblies (presented by outside people)
2. Organized games at noon (high school students leading them)
3. Thursday afternoon special events--movies?
making Christmas decorations?
arts and crafts?
4. Extra P.E. time

You may discuss the above ideas and add more.

MAKE A LIST of good rewards. Take a vote, each person voting for one. Put the total number of votes in your class by each idea on your list. Bring the list to the Tuesday meeting.

RECORD KEEPING FOR THE REWARD SYSTEM

1. Every child has a card to be kept in his desk.
2. After roll is taken, etc., in the morning, the desired behaviors earning points should be restated by the students under teacher direction. This should include the goal: TO REDUCE FIGHTING AND BAD FEELINGS.

At 9:00, 10:00, 11:00, 12:00, 1:00, 2:00, and 3:00 the teacher or a Leader should say:

"THINK about what you have done in the time since you last marked your card. Have you contributed to any kind of fighting? If you have not, put a mark (1) in the box (show where).

If you have not said anything that made someone mad or sad, put a mark (1) in the next box.

If you prevented a fight by controlling your own feelings and behavior, put a mark in the third box (Prevention).

If you have obeyed classroom rules, listened and worked quietly and well, put a mark in the box for Building."

3. Select a team of four top "citizens" each week to be an "appeals board"; if someone is suspected of cheating, he must defend his record and the team votes whether or not to grant him the record. This team should be rotating to prevent too much pressure on team members.

4. There will be bonus super-rewards for the class with the best records each month and special rewards for the students earning the most points during the same period.

MY GOOD CITIZEN RECORD

Name: _____

Date Started: _____

	NO FIGHTS	NO UNKIND WORDS	PREVENTION	BUILDING
3:00 yesterday to 9:00 today				
9:00 to 10:00				
10:00 to 11:00				
11:00 to 12:00				
1:00 to 2:00				
2:00 to 3:00				
TOTAL				

AN AFTER-SCHOOL MEETING OF LEADERS WITH TEACHERS: November 30

Three teachers were very prompt and very supportive throughout the meeting, complimenting the Leaders on their work. One teacher came late and was called out by the office; the only man came just before we started and participated some; one teacher arrived early but spent the time in a parent conference called unexpectedly; another teacher forgot and seemed to feel badly to let down her Leaders. One teacher never came because of another meeting scheduled. Twenty-one Leaders came. (I re-explained all to the teachers not present and two seemed enthused and had many ideas.)

The male Leader who offered to explain the Good Citizen plan arrived very sad and withdrawn, asking me to explain it for him. Trying to reduce anxieties (the children were very tense and anxious to leave--most annoyed with waiting on latecomers, as were the prompt teachers), I clearly and briefly described the main points:

1. The goal of the Leadership groups. (I asked the Leaders to state it. One said, "To be a shadow again!" Finally, a fourth grade girl approximated it and I restated it.)
2. Explained the principle that behavior persists that is rewarding.
3. Named the top rewards voted by Leaders in each unit.
4. Showed a sample chart for individual record-keeping and explained its use.

Two teachers stressed the need to include all 24 hours or students would delay fights until on the way home; asked if they agreed, the Leaders affirmed the prediction. The group voted unanimously to try the reward system. When I asked if they would like to discuss the ideas in small groups, the two teachers previously recommending 24-hour monitoring of behavior said they were ready to vote and all agreed. The vote was unanimously in favor of the plan and the meeting was adjourned.

December 2, 1971

TO ALL INTERMEDIATE CLASSES:

1. Teacher and leaders explain the reward system as planned on Tuesday.
2. Call for a class vote as to whether your class should participate in the reward system. (Note: this is tentative for 2 weeks)

_____ WE WILL PARTICIPATE

_____ WE WILL NOT PARTICIPATE

3. Vote on rewards if your class will be participating. Each student may vote for every reward that he would like to earn at some time. Record the total number of votes for each reward below.

_____ dancing

_____ crafts of various kinds

_____ games

_____ art activities

_____ sports

_____ drama (plays, puppet shows)

_____ cooking

4. Any special questions or comments for the Leadership group to consider?

If your class is going to participate, record cards (one per student) will be in the teacher's box before class begins tomorrow.

LEADERS BRING THIS SHEET WITH VOTES RECORDED TO THE LEADERSHIP MEETING TODAY AT 2:15 (both groups together in the library).

December 2, 1971
To: INTERMEDIATE TEACHERS
From: Joanne

Please vote and return to me with your Leader's class vote this afternoon at the leadership meetings.

1. When should the rewards be given?

Thursday 2:00-3:00
 Wednesday 2:00-3:00

Friday 11:00-12:00
 other time?
(Suggestion:)
2. To have earned the reward, the child must have a total of . . .
 60% 70% 80% of the total number of points possible in a week.
3. I would be willing to provide a reward activity: YES NO

dancing
 games
 sports
 cooking

crafts
 arts
 drama (plays, puppet show)
 other???
4. I would be willing to supervise a study hall for those not earning the reward.

YESNO

NOTES: 1) Leaders will work on solving any problems in the meetings next Tuesday and subsequently.

2) Leaders may earn the reward of helping in a primary classroom. Seven teachers have responded for regular help. If interested, list the names of those Leaders:

I will be available after school for questions and comments or discussion.

Signed: _____

Session 9: Thursday, December 2

Agenda: Combined meeting of the two Leadership groups (of necessity).

1. Determine which classes will participate in the reward system.
2. Tally the class votes on rewards to offer.
3. Instruct the Leaders in how to implement the plan; go over the procedures on a ditto to be used as a reminder and reference.
4. Check on who has arranged with their teacher to help in a primary classroom or the kindergarten.

Notes:

Notice of the meeting time and place had been given on a dittoed memo to teachers along with the ballots for class voting for rewards. A sixth grade boy had been asked by me at noon to be Chairman; he seemed eager but did not remember and did not collect the Leaders. By 2:25 (10 minutes late), only a few were present--four girls. I sent one to the office to have the classes reminded through the intercom. After the meeting was over, I discovered this had never been done due to confusion over disciplinary action occurring in the office when the girl asked. As a result, the Leaders never showed from two sixth grades and one fifth grade. The two sixth grade teachers were under the impression the meeting was to be after school!

One fourth grade represented had no record of voting but reported, as one of the Leaders remembered (some said it was fabricated). One fourth grade teacher hadn't had the class vote so she did so after recess and the Leaders came late.

It was a very frustrating meeting. The Chairman never came, so I acted as Chairman, finally beginning with 60 percent attendance at 2:30. In a very structured way, I called for votes from each class represented on the reward activities desired. After tallying the results, I used a sample of the chart I had had printed and the dittoed instruction sheet to explain exactly how to record the points. I had them orally answer questions about it to be sure they could explain it.

I received the feeling that the Leaders were very indifferent to the whole thing and were restless--many anxious to leave. As it turned out, there had been a "huge fight" during the preceding recess and they were all charged up over it; one Leader was in the office.

One fourth grade boy made a good report of his class voting. It was the only appropriate report. I ended the meeting at 2:55 and all eagerly left.

(After school there was supposed to be a unit meeting of teachers and I was to answer any questions about the reward plan. Only three arrived on time and they began by asking me if the meeting was necessary. Technically it was not my meeting, so they voted to adjourn.)

Votes reported for reward activities:

dancing--39

games--31

sports--69

cooking--92

crafts--42

arts--79

drama--91

Results: 1. Drama (talent show)
 2. Cooking
 3. Sports
 4. Arts and crafts

Monday, December 6

As I arrived before school, I was greeted by two teachers with great anxieties about presenting the reward plan to their classes. I offered to explain it to any classes and get them started with the first marking. All but one teacher (who coldly said she had already explained everything and had indicated her class would participate but she would help in no way) requested that I present the plan. Consequently, I made about a ten-minute presentation to each class in which I:

1. reviewed the goals adopted by the Leaders based on information they had gathered;
2. gave the reason for rewards, noting that learning new con-

trol and habits of behavior is not easy;

3. explained the use of the chart by each individual and the idea of tallying points; practiced marking it for the 9:00 period;
4. explained the following:

reward activities selected;
the minimum total of points needed to earn a reward;

The different colors of tickets representing different activities; the number available being the number of students which can be handled for that activity;

bonuses for the very highest in each class;

students will be allowed to select tickets in order of highest to lowest number of points;

bonus super-reward for the class with the highest average point total;

Good Citizen Committee of four Leaders (plus teacher) to check the totals and accuracy--if detect obvious cheating, eliminate card for that week.

The classes all responded very well, listened carefully to me. One fourth grade class was difficult to get under control to listen, but otherwise I was impressed by the calm, serious response. Only one teacher had already given out the cards and was trying to record 9:00 when I came in the room. She was confused about the points. It was evident the teachers had not read the information ditto or had not retained its content, without exception.

Session 11: Tuesday, December 7

Agenda:

1. Reports as to effectiveness of the monitoring of behavior.
2. Preparations for reward activities, tallying points.

Notes on Group IV:

The fourth grade boy who was in line to be Chairman did not want to be it, so a girl in his class replaced him. There was a great problem again in arriving. The Chairman did not call on each class. All but one

class came right at 11:00 but I asked them to come back at 11:10 because one teacher would not excuse her Leaders until after math drill. Most had to be recalled.

The boy who was supposed to be Chairman was very negative in his attitude and unwilling to think about anything. He and another boy, who kept writing notes, kept disrupting in some way--along with two other boys who were tussling.

No real problems with keeping individual records were reported. I explained how the Good Citizen Committee would work. The Negative boy began to be very upset when I figured on the board 118 out of 196 points possible would be needed to earn a ticket--it seemed to sound impossible to him. I tried to explain how attainable it was by breaking it down again into four out of seven possible points for each behavior each day.

The rest of the time was consumed by explaining how the reward activities and dispersion of tickets would be carried out. I gave each class a ditto for the teacher to fill out suggesting a time for the activity and what she would be willing to do. I excused them at 11:45 because they were not participating constructively. I suggested we might not meet so often or disband in Unit IV after Christmas if they did not want to settle down. It seemed obvious to me that some more concrete activity simple enough that they could feel successful was needed. I asked them to think of bonus rewards and to find parents interested in helping with the reward activities. One Leader responded immediately, "Forget it!"

Group V was cancelled due to a sudden opportunity for a special assembly.

Personal Notes of the Advisor made December 7:

The incentive plan began yesterday. Reactions expressed by teachers to me have been: 1) "Kids love it! It ended a fight Tuesday morning!" 2) "I'm not sure about this reward program--my kids are just marking straight across with no thought." 3) "If it doesn't work now, try again after Christmas--nothing works the two weeks before Christmas."

4) "It interrupts too much to mark every hour so they record only at noon and at dismissal at 3:00--they just have to remember."

A classroom observer noted that one teacher immediately turned it into a negative reinforcer, listing on the board those who could not give themselves points next time.

Thoughts:

The kids are really high--all impulsive, excited, non-concentrating behavior. The teacher morale reflects tension and exhaustion. The need to re-evaluate is obvious: this is a critical point.

1. Unit 4, if not 5 also, need new direction in Leadership roles.
2. Unit 4 cannot deal successfully with widespread tasks or more abstract thinking and heavy responsibility. They fear failure.
3. If the incentive plan fails, which it very well may, the Leaders will tend to feel personal failure since it emerged from them.
4. No one, not teacher or Leaders, can deal with the complexities of the reward activities and tickets.

The Leaders don't understand what planning is needed for the activities they want and the teachers expect me to provide them. The teachers also expect the incentive plan to fail in great measure; especially expect dishonesty. One Leader (of unit 4 teachers) refused to have anything to do with the reward activities and when I asked who would do it she retorted that she didn't care but to forget the whole idea if teachers had to do it. That left only six of the eight teachers half-willing to do something; only three actually signed to plan an activity.

Session 11: Thursday, December 9

This session was a combined meeting in the library at 11:00 for the express purpose of getting progress reports on the reward system and to begin to think about possible new group projects in January.

A sixth grade girl was Chairman. It was 11:30 before all Leaders were present; they arrived sporadically during the half hour. The

Chairman was eager to start but the group was so wild that I asked to go over the purpose of the meeting first:

- 1) How the record-keeping for the reward plan is working?
- 2) What new group projects might we take on in January?

I explained that if the reward system fails to work this time, it does not reflect on the Leaders necessarily. It takes a lot to get such a plan to work and all the classes may not be ready. I noted that I had run into difficulties getting teachers to have the reward activities and suggested how they might help create teacher interest and support by demonstrating their effort and helping.

One boy was very disruptive--said he did not like to come to the meetings and when I asked why not, he did not know.

The Chairman called for a report from each class. After each person had an opportunity to report, I called for a vote on two questions:

- 1) Are the kids in your class keeping an honest record, understanding what it means? (Three classes reported they were not.)
- 2) Should we stop the reward system until later when we can do better? (7 voted yes; 20 voted no.)

I then asked how many wanted to continue the Leadership groups (in response to the evident negativism and/or lack of concern) and all wanted to continue except the Leaders from one fourth grade who did finally drop participation in the Program after the holidays.

I explained that it is largely up to the teachers who will have their vote this afternoon as to whether we can carry out the reward plan now. I urged the Leaders to work on being responsible Leaders if they really wanted to continue.

It was always a problem to hold attention long on such a session involving reasoning or discussion. The group had become progressively more disruptive as individuals reported. I had to take a strong stand restating my confidence in their ability, why they were chosen, how options of what they do are dependent upon their behavior.

Next we considered alternatives. I asked them to listen to descriptions of possible projects and raise their hand if interested in

each as described: 1) an aide to kindergarten-primary classrooms--24; 2) a monitor in halls, cafeteria and/or yard--6; 3) an office helper to work with supplies, helping where needed--17; 4) organize school activities for after school or noon--1. Two leaders expressed no interest in any alternatives; three were absent.

We adjourned.

A MEETING OF THE ADVISOR WITH TEACHERS: December 9

All eight teachers were present initially although two left before the discussion was finished. I asked them to vote on:

1. Which alternative would they choose regarding the reward system--stop it until January, continue as practice, continue individually by classes, continue as planned;
2. Whether they approve of breaking down Leadership groups into task forces in January.

A sixth grade teacher initiated a strong stand for stopping the reward plan until after Christmas and working on her class discriminating behaviors more accurately. At first the trend of opinion seemed to be for each class to set their own goals. Then a teacher stated that the reward would be greater if the teachers traded off and the children chose activities with teachers of their choice. The trend shifted again. Three teachers had not spoken, so the advisor asked for their opinions. Those three felt strongly that the teachers should keep their promise and follow through. (They were three of the four Black teachers.) After much discussion, and after two teachers left, it was decided to follow through even if inaccurately and, at my suggestion, provide a feature movie as reward. This activity would eliminate the addition of another pressure to the teachers already perceiving themselves as over burdened. All agreed, but the teacher who originally wanted the reward plan cancelled was not at all happy. All seemed willing to go along with the "task force" structure in January.

It seemed very evident to me that the teachers were unable to plan rewarding activities at this time; all were disgruntled about having to do it, even if they thought they should do it. I felt the Leadership Program was in danger of losing teacher support altogether

and that there was a good chance that the activities would not be rewarding if scowling teachers were doing it half-heartedly and with minimal effort. The correctness of that decision to suggest a movie will never be known, but it may have been a big mistake. The students seemed very disappointed, especially the Leaders, and some of the more Negative ones complained about the movie, refused to come, or walked out of it. About two-thirds of the students watched the colored film, "Brighty of the Grand Canyon," which is a full-length theatre movie. My observation, however, was that the students felt let down again-- "always promises in school but never real pay-offs of what we want, even if given the choice, unless it matches what the teachers want!" It may have been a very detrimental decision.

RECORDS OF PHASE THREE MEETINGS

Session 13: Tuesday, January 4

Perceiving the need for a rejuvenating second beginning, there was no agenda per se and no Chairman for this and subsequent sessions. The effort to help the Leaders feel like they were in control of their meetings through appointing a Chairman each session had not seemed effective; in fact it seemingly had contributed to a sense of inadequacy or failure and increased tension and anxiety for the Chairman of the Day. The moods and subsequent abilities of the Leaders to work together on a task were so variable that I determined it probably would be more effective if I planned objectives for each meeting but did not post an agenda. That way I could interact more spontaneously and flexibly with the Leaders according to need that day. I even collected the Leaders for a few sessions to help improve promptness and attitude upon arrival in the meeting room--now the small counselor's office near the classrooms.

Notes on Group IV:

The Leaders of one fourth grade class were very reluctant to come when I called for them. The teacher (the one who had refused to cooperate just before the holidays) had told me she was surprised to overhear the Leaders saying that they sure hoped they wouldn't have to go to those "crummy Leadership group meetings." She had considered her Leaders to be interested in the program and did not think they reflected her negativism!

A fifth grade boy (classified as Positive by the teacher but frequently disruptive to the meetings) was agitating everyone, especially the sixth grade girls. It was very difficult getting any attention with two boys continually chiding and retorting. I decided to put aside my plans and let them evaluate--state what they have liked and air their dislikes. Not one Leader had a positive comment, except one fourth grade girl who said she liked everything. Asked what they dislike, there were few comments. One of the two disrupters retorted for others who, in turn, reacted as he wanted. The other disrupter complained of

no action--"We never do anything, just talk--the only action has been one field trip!" Another girl (Negative sixth grader) also said more action was needed. I responded that I agreed and had some suggestions but any activity required planning and Leadership behavior. The fourth grade boy wanted a skating party, and several other parties were suggested. I explained the purpose of the Leadership groups is not to provide parties alone but to lead--a serious responsibility first. I told them they ARE leaders--able to get people to do things. The question is what kind of a Leader--good or bad--that each wants to be.

I explained that I want to work with Leaders who want to become better Leaders and to serve the school, helping it become a better school. I wanted kids willing to be serious and put forth effort. I asked who was interested in continuing on that basis. The three Leaders who had not wanted to come to the meeting said they did not choose to continue and left very loudly, mocking and insulting those remaining. The other disrupting boy left before the session was ended when I gave him the choice of quieting down or leaving--he could not be challenged without rising above it. (He returned to the next session, however.) Another boy who had been a major disrupter was not there that day--he came by only to say he was working in the cafeteria. He dropped out within a few sessions.

With those five Negative Leaders gone, I restated the expectations I held for the group and again reaffirmed my confidence in their ability. I explained the idea of a chart for each to keep to earn out-of-class time helping in the school. Then I asked each what they would like to do to serve the school during the free time earned. I let each name the adult with whom he would like to work. I said I would get a reaction from the teachers, and Thursday we would get ready to carry out our service.

Notes on Group V:

The group came in quietly, were attentive and very responsive. They immediately could tell WHAT makes a good Leader and related it to the school. They responded well to the idea of contracting to serve the school. No feelings of defeat were expressed regarding the reward

system tried--they accepted my evaluation and suggestion that we demonstrate the behavior first. My objectives for the session were easily accomplished. They seemed to agree that the reward system tried was too complicated and wouldn't work. We decided to begin with US, as Leaders, to improve our behavior and provide examples.

Objectives of the session had been:

1. to develop the concept of "Leader" with specific behaviors expected.
2. to evaluate efforts to date, especially the reward system.
3. to consider an alternative: Leaders focus on demonstrating their ability, serving as models.

I presented again the idea that all participating in the groups are Leaders--ones who are "able to lead others along a way." I helped them contrast good and bad "ways." I suggested that a Leader is good if he helps the group he is leading to:

1. set goals (we cited ours)
2. move toward the goals (we evaluated the direction of our movement)
3. build a good group feeling where they help each other
4. find ways to solve their "problems."

We enumerated together the specific behaviors needed to be a good Leader in the school, and planned to monitor our own behavior.

Session 14: Thursday, January 6

Objectives:

1. To review the idea of the service activity:
 - a. to prove to your teacher you can be a good example of what a good citizen should be and complete your work;
 - b. to practice for yourself--better self-control can be developed with incentives and record-keeping to help;
 - c. to demonstrate your ability for good citizenship to younger children, to be a model of how children learn and become responsible.

2. To clarify what specific behaviors are expected when helping in classrooms--where to work with a child and how to help him, when.
3. To make clear the procedure and to give out records for the week:
 - a. make a contract with the teacher; gain teacher approval of your arrangement
 - b. earn the points, keeping a record--bonuses for accuracy and extra effort
 - c. submit the total at 3:00 each day for teacher approval, initialing
 - d. must have your record initialed to help and must have the teacher you're helping sign afterward
 - e. each day a new start
 - f. take the record home after the fifth day for your parents to see and sign; then return it to me at meeting time.
4. List with the Leaders those behaviors causing problems for Leaders in class or on the school grounds.
5. Plan to bring ideas for a field trip to the meeting Tuesday, and to be ready to role-play helping in the classroom.

Notes on Group IV:

The disruptive fifth grader who left early on Tuesday came back because the teacher sent him, saying she knew he was capable of being a good Leader. (She had classified him as Positive.) The sixth grade boy who had been vacillating in attitude came also. Four boys from the fifth and sixth grade classes plus one sixth grade girl talked incessantly throughout the meeting. They did not listen carefully, yet kept saying they would like to stay in and try--often seeming reluctant to participate until they thought I would ask them to leave. I kept them after excusing the others to clarify expected behaviors and get a re-commitment from each. All wanted to try but their behavior really failed to show understanding and ability to behave as desired.

During the period I was only able to accomplish reviewing the idea behind the new plan--what a Leader is, does, and how he helps a group by setting goals and moving the group toward the goals--and how

the new plan will work. It was obvious many did not grasp how to keep the record, so we did a sample on the board. After clarifying the procedures, I asked them what behaviors should be modelled by Leaders while "helping" and in their own classroom. Little serious response was given so the advisor ended up telling more than was desired by her. Specific examples of poor behaviors (gum chewing, playing with toys, talking out, "capping," interrupting) during the Leadership sessions were cited.

Notes on Group V:

One sixth grade teacher would not excuse her Leaders from a class activity to come to the Leadership meeting and one sixth grade boy remained in a soccer game rather than coming to the meeting. The objectives of the session were smoothly accomplished with those present, but the sixth graders indicated that the teachers were very reluctant to let them be excused from class. They seemed to see no way of satisfying teacher expectations enough to be able to help in a classroom each day.

SESSIONS 15-17 were devoted to progress reports on efforts to be models, checking charts of recorded points and service activities. A limited number of role playing situations involving helping in classrooms were enacted and discussed. Leaders were presented with requests from teachers for help with "two major problems": 1) lining up after recess, 2) helping kids understand alternative ways of handling situations leading to fights. The advisor proposed alternative plans for monitoring lining up, applying the Good Citizen Reward system. The possibility of videotaping "problem situations" with alternative outcomes was presented also for consideration.

MODIFICATION OF PLANS:

Because of the rather consistent success of the afternoon group contrasted with the continuous difficulties sustaining interest and model behavior in the morning group of Leaders, it seemed advisable to redistribute the Leaders. After Session 17, Leaders met as follows:

1) Monday noon meetings.

Leaders were excused to get their lunches early and come to the Resource Room where all 32 Leaders ate together. After eating they listened to reports from individuals helping in classrooms and from the Monitors, and to reports on class projects to help improve the school. The "business" meeting was brief--usually about 20 minutes.

Leaders were encouraged to raise problems, propose projects and to report any improvements observed. The noontime dances very successfully evolved out of these sessions, contributing one of the biggest successes of the Leadership Program.

2) Brief meetings (about 30 minutes) with task forces. Each Leader participated in one of the following ways:

- | | | |
|---|--|----------------|
| 1--Monitor Group | 2--Videotaping Group | 3--Noon Dances |
| 4--Helpers in Classrooms
and on school grounds | 5--Individual Self-improvement
plan--goals and record-keeping
indicating progress. | |

Session 18: Thursday, January 20

Monitor Group

This group was comprised of eight Leaders, four girls and four boys, who volunteered (not including two boys who dropped out after two meetings to become classroom helpers).

Agenda:

1. Define the problem: what change is desired in terms of specific behaviors?
2. Determine how to judge the students lining up--1) as a team, 2) one Leader monitoring each class, or 3) other?
3. Consider procedures in detail.
4. Plan to approach teachers with details of the plan, and then to inform classes.

Notes:

The Leaders worked very seriously, consistently and constructively making decisions and preparing to implement the plan. They defined the exact behavior wanted, chose to monitor the behavior after morning and

noon recesses, requested a warning bell from the principal, and then considered rewards. It was a very successful meeting in terms of behavior, attitudes and productivity.

Helper Group:

About 20 Leaders should have attended the meeting to report on working in classrooms, show me their charts, and consider videotaping. The meeting was essentially nonexistent because six did not come, four were very late due to physical education activity, and others were restless. I ended up talking to individuals and small groups about their progress and problems. It virtually was a lost meeting.

Session 19: Tuesday, January 25

Monitor Group

Agenda:

1. Vote on field trips
2. Plan materials needed, consider making them and establishing procedures.

Notes:

It was a rainy day before a holiday; nine were present. The counselor's office, which had been reserved for us two days a week, was occupied when we arrived. We prepared to use the computer back room instead but the computer building was closed because the supervisors were ill and no key was available. We finally gained entrance via the back door with the help of the principal, but there were no chairs in the room. We quickly improvised with chairs from computer terminals drawn into a circle.

The group voted six to three to go to San Francisco instead of skating.

I asked what the purpose of monitoring lining up was and they readily supplied the criteria: promptly lining up, no capping, no fighting. I told them the reasons given to me for not having a warning bell. They seemed disappointed but accepted the idea of making a flag to give a warning signal instead.

The group responded well as I led them (with strong direction)

through planning materials needed, considering how to make them, and setting procedures. They seemed weak on initiative, not seeing needs and alternatives, but suggested making things on the holiday the following day rather than during meeting time on Thursday. The group seemed eager to start monitoring.

Aside from one Negative sixth grade boy's antics and early departure, and his comrade's decision to leave early at 11:30, it was a very constructive session.

Session 19, Videotape Group:

Sixteen were present after being collected by me. They arranged the desks in room 13 in a circle. One of the Leaders previously disruptive to sessions arranged most of the furniture and went to get the Leaders from one class for me. He went to the wrong room, bringing back the Leaders who had previously stomped out, quitting, some weeks before. The boy then fussed over a chair with another Leader and finally sat in the center of the circle and proceeded to demand peer attention by initiating "capping" conversations throughout the session. He appeared to regard it as a sport to maintain control of me and his peers yet stay in the group, not being sent back to class.

The choices for field trips were explained. The vote resulted in five votes for an all day trip to the San Francisco zoo and 11 for a skating party.

The school had been "extremely wild" all day. Besides being rainy, there had been a teenage gang attack through the halls of the school. Considering reports received from teachers, they responded well to my control techniques.

After a relatively brief discussion of the idea of videotaping problem situations and alternative ways of handling them, the Leaders were allowed to form working groups with the instruction that each group select a problem to develop into a "skit" on Thursday. We planned to practice in the multi-purpose room. They still seemed vague on the idea, so I gave extensive examples.

Session 20: Thursday, January 27

Monitor Group:

The girls had made armbands for the Monitors and paper pennants for daily class winners. I shared printed "Good Citizen" tickets with them, and showed them copies of procedures I suggested as the result of their previous meeting. We went through the procedures step by step and they were enthused and full of questions and ideas. We practiced; the girls walked through the procedures first and then the boys. They decided to work in a team of boys and a team of girls. The boys agreed to take the sixth grade wing, anticipating difficulty with some boys.

We planned to inform classes and start Monday morning.

Informed of the difference between the two groups voting on a field trip, the group took another vote and all voted to go to the zoo in San Francisco.

Videotape Group:

I presented the problem of the split vote between skating and the zoo. A revote got a unanimous vote for the zoo trip, so we set it for February 9.

I quickly explained the steps in planning the dramatization(prepared on a ditto for their referral). The group was restless, not very attentive. Then I split them into groups and they practiced in corners of the multi-use room--loudly and somewhat raucously, but productively.

GETTING READY TO MAKE A FILM

STEPS:

1. CHOOSE A "PROBLEM SITUATION."

Think of the details: WHO is doing WHAT to WHOM -- WHERE?
Plan to show how it built up and happened.

Examples: two boys fighting over a ball;
two girls shoving in line;
a girl and a boy capping and quarreling.

2. LIST YOUR ROLES.

Will you have a narrator? _____ Who? _____
Who will be the initiator? (Starts trouble) _____
Who will be the reactor? (reacts to initiator) _____
Who will be an intervener? (one or more--can be a teacher,
parent, aide, principal, or another kid....)

3. THINK OF TWO OTHER WAYS the reactor could have acted so the "problem situation" would not have happened. Plan out your story three ways:

- 1) bad outcomes
- 2) better outcomes
- 3) better or good outcomes

4. PRACTICE ACTING OUT THE STORY THE THREE WAYS.

Sessions 21-24 Summarized:

During the next four sessions, the Leaders met for brief meetings to actively carry out their plans. The monitors evaluated day by day and I was present all the time the first weeks to reinforce them and help them cope with problems encountered (e.g., peer hostility over rating, teacher criticism of judgment, etc.). The first week of monitoring, the Leaders frequently forgot their responsibilities and were inconsistent in performing their duties. However, after the learning and mastery stages were past, they were highly dependable and very competent. Going around to the classes to explain procedures was a most valuable experience because it was obvious how inadequate these seemingly bold Leaders feel in such a situation. During the course of making announcements, several individuals changed markedly in their manner of confidence and ability to be effective in the task; initially shy and afraid to speak to a class, they became able to explain the procedure comfortably. The monitors also showed great growth during the month in reliability, more positivism, and social maturity.

The videotape groups never did plan their skits but rather worked them through actively and then spontaneously did them for the taping session. It was interesting in this group also to observe the noticeable sense of inadequacy for the task and the lack of awareness of how to make a logical, clear presentation. The skits videotaped were not really effective for classroom use as planned but the Leaders never seemed to notice; they were pleased with their experience and the results with the Leaders in terms of confidence, improved skills for group cooperative work, and individual pride as a Leader were accomplished.

I became very ill for two weeks and the first field trip had to be postponed. They eventually did go on both trips during the first two weeks of March--one to a food factory and one to a zoo. On both trips the behavior was absolutely exemplary. The trips were totally delightful for all.

Concluding Comments

After reading the records of the first semester of the pilot program, it may be worthwhile to review the first two parts of the manual again--especially the statements on pages 62 and 63. The fact that the Leadership Program is a process of continual problem-solving for the Advisor and students should be clearer now. And, the vital need for competent teacher support should be obvious.

Perhaps the greatest value of the anecdotal records is their demonstration that the Leadership Program achieved significant success even when teacher support was minimal and the skills of both teacher and students were undeveloped for such a program. The second semester, which was not reported in this manual, was much more easily organized and its operation was smoother. The smaller task forces remained the structure of the program and the Leaders experienced no significant "failures" as they did in the fall term. The teachers did resist meetings during class time so the general meeting was held during lunch recess on Mondays. Because of considerable reluctance regarding active teacher participation, the Leaders designed projects and activities to function independent of teacher assistance. The Advisor continued weekly meetings with the teachers most of the year.

The students in the intermediate grades remained excited about the Leadership Program all year and the position of Leader remained one of high social status and privilege. The Program achieved its goals of reduced fighting and unkind words but the school climate did not sustain positive changes. Although the environment of the school was markedly improved in Spring, compared with the previous years, tension and conflict was increasing between students and teachers in many classrooms. The administration returned to use of corporal punishment for discipline and general dissatisfaction among the adults affected the feelings of the students about their school.

The students voted to continue the Leadership Program the following year, but no adult in the school was willing to be the Advisor to the Council. It appeared that with continued effort the school

climate for learning could have been permanently improved. The Stanford staff who assisted the school personnel, including the Advisor who initiated the program for them, concluded in their final evaluation of the Leadership Program that all of the goals would have been attained if the expected teacher-administrator support had been provided.

Under the existing conditions in the school, the Leadership Program was most effective in helping individual students. The social leaders who had become negative in school often showed radical changes in attitude and classroom behavior while participating in the Leadership Council. Although attitudes toward their teacher and school work often did not improve, the general feeling about school and relationships with peers did become more positive. Once they experienced success in constructive leadership projects, the students usually tried to maintain that image and exercised better self-control. Where teachers gave them opportunities to continue responsible leadership in the classroom, the changes were sustained.

If a school staff is firmly committed to the goal of improving the school climate, the Leadership Program is a valuable tool. The teachers and administrators must be willing to work hard at the tasks of self-monitoring and changing personal habits of thinking or acting. In a cooperative search for ways to create a more harmonious and productive school environment, teachers and pupils will be richly rewarded with the by-products of personal growth and skills.

Suggested Readings

Below is a list of a few books which may be helpful to teachers. Each of the suggested readings expands upon a concept or skill more briefly described in Part II. All the books listed, except the last, are available in paperback.

Buckley, N. K., & Walker, H. M. Modifying classroom behavior: A manual of procedure for classroom teachers. Champaign, Ill.: Research Press Company (2612 North Mattis Avenue), 1970.

This book on the principles of behavior modification was written for teachers in a brief, nontechnical style. It contains both prose and

programmed items for self-checks on learning. There has been an effort to include many practical examples of using the techniques in the classroom.

Fox, R., Luszki, M., & Schmuck, R. Diagnosing classroom learning environments. Chicago: Science Research Associates, Inc., 1966.

This book is one of a series of teacher resource booklets on classroom social relations and learning. It contains many tools (inventories, questionnaires, observation techniques) for gaining information about interpersonal relations in the classroom, pupil perceptions of the teacher, classroom experiences, and attitudes of the pupil toward himself and school. Twenty-three usable instruments are included, and many valuable ideas.

Schmuck, R., Chesler, M., & Lippitt, R. Problem solving to improve classroom learning. Chicago: Science Research Associates, 1966.

(Another of the three teacher resource booklets on classroom social relations and learning.)

The authors give very clear, detailed procedures for identifying problems in the classroom and designing a plan to correct the problems. Teaching practices to improve the classroom atmosphere and the use of student government for maintaining classroom discipline are described. Suggestions for obtaining student feedback and evaluating practices objectively are given in detail. The last chapter presents four case studies as examples.

Gordon, I. J. Studying the child in school. New York: John Wiley & Sons, Inc., 1966.

Although it is a little more technical than the book by Fox, Luszki, and Schmuck, the author has written it for the purpose of equipping the teacher to study individuals and groups of children. He provides the reader with instruments to assess a child's way of thinking and learning, and his "personality." Tools for assessing the peer culture and the ecology of the classroom are included also. Gordon explains theories and some research to help the reader understand the need for and the purpose of the methods and tools advocated.

Purkey, W. W. Self-concept and school achievement. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

This book has been acclaimed by teachers as most helpful in increasing their understanding of the individual's self-concept and its relationship to learning behavior. Chapter Four is an excellent description of ways the teacher can become a significant force in building positive and realistic self-concepts in students. This author also attempts to present important theories and research in a simple fashion that will be useful to the teacher.

Thomas, R. M. Aiding the maladjusted pupil: A guide for teachers. New York: David McKay Company, 1967.

The author's purpose was to help teachers diagnose the specific problems of "maladjusted" children and plan ways of increasing the adjustment of individuals. The book is divided into three parts: Personality Theory for Classroom Use, The Teacher's Role, and Classroom Cases of Maladjustment. Practical suggestions are included throughout the book.

Moustakas, C. The authentic teacher. Cambridge, Mass. (02139): Howard A. Doyle Publishing Company, 1966.

This book describes, with the help of many excellent illustrations, the ways in which a teacher may develop an optimal climate for learning and personal-social development. Teachers have found it a useful guide in facilitating emotional expression in the classroom and releasing damaging tensions and negative attitudes. It provides readers with inspiration and valuable suggestions for increasing respect for individuals and self-direction in the classroom.

Rogers, C. R. Freedom to learn. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

Although this is a somewhat more philosophical book than others on this list, the author has carefully included many practical suggestions and illustrations. He provides rather specific instruction in the methods of creating a climate of freedom and responsibility in the classroom. It is worthwhile reading just to reexamine one's philosophy of life and education and to examine alternative ways of making the school experiences more meaningful for individuals.

Glasser, W. Schools without failure. New York: Harper & Row, 1969.

This book is most valuable for its discussion of class meetings. The author is the originator of "class meetings," by that name, and he clearly answers questions teachers ask about how to start class meetings and keep them going. This book is especially recommended for teachers seeking assistance with that skill.